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ABSTRACT

The 1968 annual evaluation of Kansas' Title I (Elementary and Secondary Education Act of 1965) State Migrant Program is presented in this report. The program was in operation in 9 school districts for 6 weeks during the summer and consisted of 931 children from preschool to 7th grade. The program's objectives were (1) to improve the child's performance in the use of language and oral communication, (2) to improve their physical health, and (3) to give the child cultural enrichment experiences. Objective measurements were obtained by using the Metropolitan Achievement Test, the California Reading Test, the Stanford Diagnostic Test, or the Botel Reading Inventory A. Standardized test results are given for grades 1-5 in reading and arithmetic and in language for grades 3-5. General program effectiveness is discussed with regard to new services provided by the program, projects judged most effective per grade span, classroom procedures, and physical set-up of the program. This report also discusses personnel, the program's interrelationship with regular Title I programs, its coordination with other programs, community involvement, the interstate and intrastate basis of the program's dissemination, problem areas in program implementation, and the curriculum for children over 14 years of age. (NQ)

ED 066263

KANSAS ANNUAL EVALUATION REPORT

Title 1 of E.S.E.A. Projects 1968

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PREFACE

The state of Kansas received a federal grant of $386,862.00, authorized through Title I of the Elementary and Secondary Act of 1965 (Public Law 89-10 as amended by Public Law 89-750), to establish educational programs for children of migratory agricultural workers. The programs and projects were administered and coordinated by the State Educational Agency acting as the sponsoring agency. The sponsoring agency, the State Educational Agency, administered the program indirectly through nine local educational agencies designated as attendance centers. The local educational centers designated were: Bonner Springs Public Schools, Goodland Public Schools, Holcomb Public Schools, Lakin Public Schools, Leoti Public Schools, Piper Public Schools, Sharon Springs Public Schools, Sublette Public Schools and Ulysses Public Schools.

The State Educational Agency proposed a summer migrant student educational program to be established in the nine centers; seven were in the sugar belt area of western Kansas and two in the truck gardening area of eastern Kansas. The training session was a minimum of six weeks in duration and designed to achieve three goals as primary objectives: to help the migrant children overcome deficiencies in the English language, cultural experiences, physical education and health practices.

The allocation available to each center was based on their needs as per submitted budgets, estimated enrollments and instruction plans. Administration personnel in the designated centers were assigned the task of developing the curriculum, obtaining personnel, evaluation the program and general supervision. The State Educational Agency assumed the duty of coordinating the programs between the respective operating centers.

Each training center administrator was asked to consider the "whole" picture of the migrant child and to evaluate as objectively as possible the outcome of the summer program.

This report represents the consummation of the nine individual reports from the centers operating schools for migratory children constituting the State Educational Agency's evaluation of the program to the United State's Department of Education.

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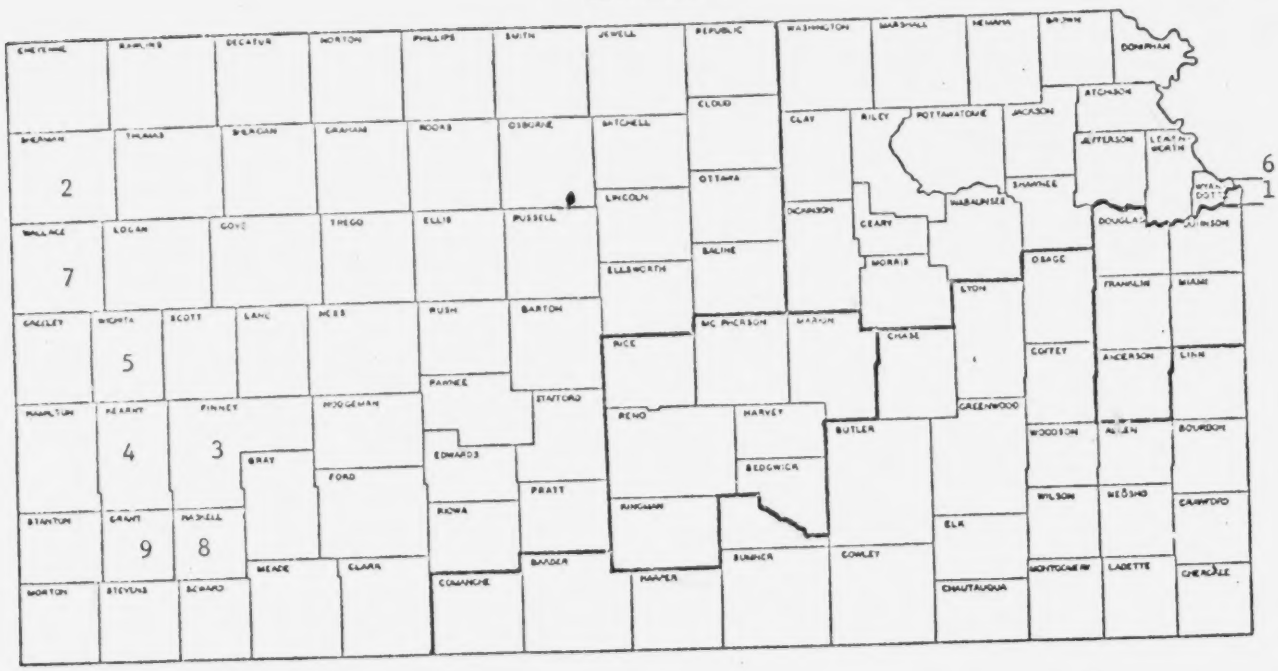
I. GEOGRAPHICAL LOCATION OF MIGRANT PROGRAMS:

Migrant agricultural workers are employed in the sugar beet fields of the western part of the state; those in the eastern section work for employers engaged in truck gardening.

KANSAS



1. Bonner Springs
2. Goodland
3. Holcomb
4. Lakin
5. Leoti
6. Piper
7. Sharon Springs
8. Sublette
9. Ulysses

II. PROJECT DATA

A. Number of school districts where Title I Migrant Programs are operating — 9

B. Enrollment by grades

Pre-school	135
Kindergarten	109
Grade 1	131
Grade 2	136
Grade 3	142
Grade 4	133
Grade 5	91
Grade 6	49
Grade 7	5
Total	931

C. Number of participating children as to age

Ages	Number of Children
under 1	0
2	10
3	58
4	67
5	109
6	117
7	111
8	106
9	122
10	89
11	60
12	58
13	21
14	2
over 14	1

According to the ages of the participating children it appears that when a child reaches the age of ten, other duties may begin to prevail over school attendance. After twelve years of age, education during the summer months is practically nil.

D. Attendance Chart

Grade	Average Daily Attendance	Number of Students Absent										
		0	1	2	3	4	5	6	7	8	9	more than 9
1	79.03	37	14	21	13	14	6	12	13	5	10	42
2	90.37	29	21	6	9	12	8	6	7	1	4	16
3	88.80	37	14	11	14	4	6	5	4	3	4	17
4	86.60	17	15	13	4	10	4	5	6	1	4	17
5	56.83	20	17	3	7	2	3	0	1	0	1	8
6	30.27	8	3	1	4	1	0	1	1	2	2	9
7	5.00	5										

As could be expected, the poorest attendance was in grade one. The attendance improved steadily as the grade progressed. The number of children attending the upper grades decreased but those participating displayed interest in the program and the desire to learn by their attendance record. One hundred fifty-three of the students had perfect attendance while one hundred nine missed nine or more days or approximately two weeks of the six-week summer program.

E. Length of time students participated

Approximate length of time						
weeks						
less than one week	1	2	3	4	5	6
84	52	71	50	89	97	488

In an attempt to illustrate mobility of the migrant children the above data was collected. The summer program was six weeks in duration. Eighty-four children attended less than one week; two hundred fifty-seven children attended less than three weeks of the summer session. However, four hundred eighty-eighty children attended the full six weeks representing fifty-two per cent of the total enrollment figure of nine hundred thirty-one.

III. INNOVATIVE AND/OR EXEMPLARY PROJECTS:

A. Methods and activities:

The educational program for migrant children proposed by the State Department of Public Instruction stressed three goals or objectives. The objectives set for these projects were:

1. To improve the child's performance in the use of language and oral communication
2. To improve the physical health of the children
3. To attempt to give the child cultural enrichment experiences

Each center planned and executed their program in the manner thought best to achieve the above objectives. Several methods and activities seemed to produce excellent results and deserve mentioning. In the area of language arts, oral communication was the basis for almost all activities and was termed most successful by the classroom teachers. It was found that the personal experiences of the migrant child are quite limited and with oral activities the child's viewpoint of the world in which he lives can be broadened. The concept of discussing and talking out all areas of endeavor in school kept the "tortilla curtain" raised.

An outstanding kindergarten project judged "success plus" was on a zoo. A zoo animals book, written in Spanish, was delightful to the children and a great help in building a rather complete zoo. Cardboard boxes and the various usual materials one can secure to do this type of work was used. The children enjoyed cutting out the animals and learning about each one as they colored and painted them.

A first and second grade did interesting projects stemming from a trip to the farm--learning about silos, beef cattle, combines and a dairy. This resulted in the

making of many buildings, machines, etc. with the use of Lego blocks. Pictures were collected and identified as objects observed on the trip: children discovered that growing crops, such as wheat, are a food for both animals and people. A mural of the farm was developed exemplifing that children observed and understood the basic features of the trip.

One group was taught mathematics by developing a model of a city. Blocks were measured and planned; utility poles were added as well as buildings, cars, and people. All items were drawn to scale to give the children experience in measuring and comparing. The students were taken on trips about the city to gather information that could be used in the diorama they were constructing. This city also developed into a social studies project by having the children relate their experiences of traveling in other cities. From a trip to the airport a study of aerodynamics was made and some model airplanes were added to the diorama. A trip to the public library led to the children checking out books that pertained to life in the city. An interesting sidelight of the model city was that the people the children placed into the city were of all colors.

Map making unleashed an almost unlimited amount of oral communication. Maps were used depicting the children's home town, where they had traveled in previous years, and where they expected to go this year. The students seemed to gain a new perspective of distance and direction as they located, named and talked about experiences. Relief maps were constructed using cardboard for a base. Salt, flour, alum and water were mixed to form a modeling substance which was put on the map. The students formed their model by looking at a larger class map paying attention to mountains, rivers, lakes, etc. After the map was dry and hard it was painted to show the different elevations of land.

An extremely successful method of achieving oral expression was to take the class on hikes. Whether the hike was around the school grounds or down a country road observing plants, trees, insects and birds, the children were asked to remember the things they saw. On returning to the class each child reported his impressions. The children gained a considerable self-confidence and were able to share many interests and observations. Art work was also a result of these excursions.

One of the most valuable activities for a group of six-year olds was the introduction of a live rabbit into the classroom. The children were able to learn about the care of animals and they were thrilled with the proximity of a pet of their own. Each child handled it and cared for it. The class read "Peter Rabbit," and they learned the song "Little Peter Rabbit." The rabbit was used as a reference point and the students learned the names of other animals and their young. This served as an excellent preface for a field trip to the zoo. As a summary activity the students made a booklet of their favorite animals which they took home with pride.

The children in one school visited a farm and observed a wheat combine in action. The class was given a small sack of wheat to take back to the classroom. An old hand-operated flour grinder was obtained and some of the wheat was ground into flour. Whole wheat bread was baked in the classroom. Another morning, the children were treated to a breakfast of whole wheat cereal which was coarsely ground. Several more food products were incorporated in the following days. Wheat tortillas were made and consumed. To complete the study, the children visited a local bakery to observe the baking of several foods. Also, a Mexican-American mother was invited into the classroom to make old-fashioned tortillas with corn.

A successful classroom technique was the construction of a country store by using empty cans, wrappers, and boxes stacked on a shelf. Three children worked at one time. The first child bought groceries, the second sacked them and called out the prices, and the third added the bill and gave change. This project was an excellent and fun review in addition, subtraction, and multiplication.

Another aspect of the migrant program which was judged by all participants to be an invaluable addition was the use of field trips. The language experience approach was used successfully in all grade levels. The most beneficial aspect of the experience approach was that it gave the group something real and concrete to discuss and therefore build English vocabulary upon. The greatest effectiveness was derived when both adequate preparation and thorough follow up in the classroom backed up by assignments to tell about the trip, do some art work representing different scenes, or write about things of interest. The educational centers in the western part of the state were somewhat limited in places of interest. They could, however, visit airports, fire stations,

police stations, greenhouses, creameries, bakeries, zoo, television studios, banks, newspaper printing shops, etc. The educational centers in the eastern part of the state had an unlimited number of potential places of interest to visit. The students visited Fort Leavenworth, American Royal rodeo, municipal airports, Nelson Art Gallery, Kansas City Star Newspaper, General Motors assembly plant, Swope Park and zoo, Agricultural Hall of Fame, State Capitol building, Forbes Air Base, Museum of Natural History, potato chip plant, training camp for the Kansas City Chiefs, Liberty Memorial. They also took a thirty-five mile train trip.

Extensive use was made of the video tape recorder to encourage the use of the English language. The children were highly motivated by seeing and hearing themselves perform in all academic areas. The recorder was also used as a means of sharing the activities of one group with another group. It was also utilized for the purpose of improving the students' diction and enunciation. The children developed considerable pride in their performances and strived to improve their accomplishments.

Another project was the purchase of numerous comic books for the children to read. At first they were mainly interested in the more familiar characters such as Donald Duck. Progression was made to the illustrated classics. These books provided appeal to the students and proved to be an introduction to the type of reading to which these children were previously unfamiliar.

On a trip to visit a teacher's home, the children ate lunch in the recreation room in the basement and then were invited to see the upstairs rooms. When they arrived in the kitchen, one boy, with big eyes, exclaimed, "How come you have two (holding up two fingers) houses."

B. Human Interest Incidents:

During the lunch hour, it was noted that many of the Mexican-American children did not touch certain items on the trays. A concentrated effort to get them to at least taste different foods was made, but the greatest gain in this area was apparently achieved by the field representative explaining the need to the mothers. As an illustration of her effectiveness, the following rather comical incident occurred.

One child refused everything in the vegetable line except beans and potatoes. The field representative reported

the behavior to his mother who responded, "We don't have the other things because they are too expensive, but I will talk to him and tell him how important it is that he eat everything." The next time the representative visited the mother she laughed as she said her little son had come home from school the next day after her explanation to him; as soon as he entered the door, he pulled up his sweatshirt to show a full round belly. Proudly he bragged, "I did what you said, Mama. I ate everything and went back for seconds."

While a teacher was interrogating a group of children prior to a field trip to the local bank she remarked that a bank is where their parents received their money. The group answered, almost in unison, "No, Teacher, we get out money from the Safeway."

A nurse could not have been happier over the extensive dental care that the program implemented for migrant youngsters. All the children, however, did not share her enthusiasm. She related she will never forget the sight of a migrant mother chasing her five-year old through the cabbage patch to corral her for the trip to the dentist's office.

The first day one little girl cried and cried. The teacher could not find out her name although she tried every conceivable way. The little girl would mumble something and the teacher tried to guess her name. Finally about 10:30 A. M. the child became very aggravated, stuck both fists in her eyes, stamped her foot and shouted, "Irene Hernandez", in very good English. The teacher was looking for a language barrier where there was none. She just wanted her sister.

On a field trip a boy engaged an aide in conversation about eagles flying. He told a story about an eagle picking him up when he was a baby, flying high in the sky and dropping him. The aide exclaimed, "You're pulling my leg," and the boy was quite upset at being accused of this deed. This is one of the many examples of literal translations.

A small boy colored a picture of a little dog and cat all black, face included. Then his teacher asked him to give the dog and cat an eye; he said, "O. K.". Later the teacher discovered he had written an "I" beside each animal.

his head on his arms and continued to cry silently for a time. The teacher doubted that the boy, age eleven, would ever want to go to the board again, but was most pleasantly surprised toward the end of the day, when he asked for volunteers to do some board work. None of the students responded for a time and then this boy held up his hand and volunteered. This time he persisted in his efforts and made an acceptable showing although some aid was needed and, this time, accepted. Such determination was marvelous to behold and the teacher understandably was very pleased. This boy had seemingly learned that help could be accepted without bringing about a loss of self-respect.

A little eight-year-old girl was observed in the lunch room instructing her five-year-old brother in the niceties of using a fork--after she had learned.

An incident observed in the music room seemed to best illustrate the lack of comprehension when hearing and speaking the English language. A group was being prepared for a Friday family night program. In singing "The Star Spangled Banner," the children seemed to be having difficulty with the word "banner". Trying to increase understanding, the instructor had a session explaining the meaning of the title words and their proper pronunciation. He thought he had succeeded and went ahead with his plans for the presentation. The evening came with a large group in attendance. The song was announced and the children took their places and started singing. Then they came to the part upon which great emphasis was placed. They sang out loud and clear, "Oh say can you see that star spangled bladder?" The unorthodox wording was accepted as being perfectly rendered by the parents of the migrant children. Only the teachers and English speaking persons present gave evidence of noticing anything different.

One of the younger children faced her first tray of food on the first day of school with an intense look of dismay. Finally she looked up at the attendant and said forlornly, "I don't want this. I would like to have a coke and a piece of bologna (bullony)." Another child when asked to name her favorite food, responded, "Beans". Such incidents as these seemed to indicate the foods (or lack of them) thac these children have been (or have not been) given in their homes.

Some of the children at the beginning of the school were observed pushing all the food together in a heap and mixing it thoroughly before beginning to eat. This

page 9 missing

behavior gradually disappeared as school progressed.

The nurse visited the class and spoke to them about taking care of their bodies and keeping themselves clean. She stressed the importance of bathing and washing their hair. If this was not done, there was a possibility of getting awful looking bugs in their hair which could contribute to disease. She asked all the children to promise her that they would go home and take a bath and wash their hair. The next morning, the teacher noticed that one little boy was in the restroom for quite a long time. Being concerned, the teacher knocked on the door but no reply. After insisting, he reluctantly opened the door, choking back the tears he told the teacher, "My mommy wouldn't wash me hair last night." He was trying to dry his hair with paper towels.

IV. OBJECTIVE MEASUREMENTS:

A. Standardized Tests

1. One school gave the Metropolitan achievement test as pre-test and post-test in both reading and arithmetic. The scores were reported as standard mean, standard deviation and percentile ranking. A second school gave the California Reading Test and the Stanford Diagnostic Test as a pre-test only. The results were used only for appropriate placing and for diagnostic purposes in order to better plan for individualized instruction. A third school gave the Botel Reading Inventory A to determine word recognition for the purpose of reading placement. All objective measurement scores are given, although their value may be somewhat questionable. Six schools made no attempt to use objective measurements in their educational program for children of migratory agricultural workers.

2. The English language handicap is a definite problem in testing migratory children. Available tests do not appear to be appropriate in measuring the achievement of these children. Another problem in the testing program is mobility. Students taking the pre-test leave school before the post-test can be given.

B. Teacher Developed Tests

Five of the schools educating children of migrant workers reported no tests were given during the summer session. Three schools did report the use of teacher made tests and each is reported separately.

School A--Teacher developed tests were utilized throughout the program to evaluate progress made by the student. These tests were not administered for the purpose of grading the student in any way, but rather for the purpose of discovering weaknesses in methods or procedures of teaching.

School B--Oral and written tests of vocabulary and mathematical skills were used in every grade but the kindergarten. In the kindergarten, oral tests alone were given to develop vocabulary. These tests were administered to show any deficiencies in the education of the children so the teachers would be able to determine a starting point that would benefit most children. Using the first tests as starting points the teachers were able to strengthen the vocabulary and other skills of the children.

School C--Teacher tests were given to measure reading comprehension and listening skills. These tests were given orally as well as written to all students.

C. Other Objective Measurements

In one school a group of students from a teacher training college under the direction of their college instructor administered tests to some of the children that had special reading deficiencies. They used the Peabody and Durrell tests in this endeavor.

The G. E. Van Ness Music Adaptability Test was administered to eleven children of the upper age group in one of the schools.

V. SUBJECTIVE MEASUREMENTS:

A. Subjective data relating to the change in the achievement and skill levels of the children was assessed by various methods. It was quite apparent, in most cases, through teacher observation. Since classes were quite small, and children of a given age were able to work at a variety of grade levels, the children were permitted and encouraged to progress at their own rate. Oral reading and oral language development progress was often noted by comparing tape recordings. Improvement in motor skills such as cutting, coloring, jumping rope, and doing exercises was noted individually. The teacher evaluation sheets completed at the conclusion of the project indicated positive success in achievement in all areas of the six-week program.

However, attendance in the program was found to be directly related to the amount of achievement gained.

1. The following is a resume as compiled by the teachers and administrators regarding observable measurement of student progress in achievement and skill levels:

   a. Increased vocabulary and communication
   b. Working in smaller groups improved skills in:
      (1) Arithmetic
      (2) Reading and phonics
         (a) Comprehension
         (b) Relating
   c. Improved sentence structure
   d. Lengthened attention span
   e. Became more observant and better listeners
   f. Improvement of muscular coordination in using
      (1) Art equipment
      (2) Rhythm instruments
      (3) Playground equipment
      (4) Classroom tools
      (5) Lunchroom facilities
   g. Evidence of ability to get involved in independent study

2. In all classes, improvement was noticeable in behavior, in attitude, and in self concept. Many of the children were quite withdrawn at the start of school, but were outgoing and friendly by the end of school. Changes in the behavior patterns could be witnessed in the manner the children played games. At first they were reluctant to take part in many activities, but after they acquired a certain amount of skill they participated freely. Some schools kept an anecdotal record on each child in the class. Improvement in self concept was an item frequently mentioned on these anecdotal records. All teachers felt there had been a noticeable change in class attitude toward the positive, however, this does not prove that all individual children displayed a positive change in attitude.

   The following is a resume as compiled by the teachers and administrators regarding observable measurements of students' change in behavior, attitudes and self concept:

a. Improved behavior
   (1) Hall traffic
   (2) Lunchroom courtesy--better manners
   (3) Restroom conduct
   (4) Acceptance of those in authority

b. Attitude
   (1) Increased respect for each other
   (2) Pouting time appeared to decrease
   (3) A greater respect for school facilities, equipment and supplies
   (4) More enthusiasm about the school and its functions
   (5) Parents increased interest in education

c. Self Concept
   (1) Satisfaction when completing work assignments
   (2) Success in adjusting to classroom procedures
   (3) Improvement in gaining self-confidence
   (4) Willingness to express themselves
   (5) Developed much greater sense of pride in personal appearance by being well groomed, clean clothing, care of teeth, etc.

B. Indications of Successful Programs:

It was noted by observers that the children came to school eagerly and with facial and vocal expressions of pleasure. Absenteeism came about only when parents took the children away from the area for periods of time when weather forced work stoppage. The children made it known to the teachers that they would rather be in school than anywhere else.

Very few of the students were handicapped by not being able to express themselves in English and if they did hit a frustrating word others with greater facility came to their aid.

A sincere appreciation for teachers was displayed by the students. A showing of respect and admiration was noticed because they felt the teacher really cared. One student remarked to the supervisor, "I wish that I could just go to the 'little school' and not have to go to the 'big school.'"

The conclusion drawn is that the program activities were successful because the children relaxed and enjoyed the six-week session, developed a better attitude toward cooperation, fair play, importance of rules, respect for themselves as individuals and during this time learning took place.

C. Attitudes of Others:

It is noted that most all subjective measurements offered by parents, students, teachers, and others indicate considerable progress has been accomplished. During the course of the program, business men, farmers, and other members of the community were informed as to the primary purpose of the migrant education program. This was accomplished chiefly through service clubs and the press. This has helped to clear up what little misunderstanding there may have existed concerning the program. Some Mexican-American children have been attending school during the regular school session for the past few years so the attitude of resident children and teachers is very good.

The visits by the staff members to the families of their students proved an effective means of improving the attitudes of the parents toward their children's school experience. These contacts were made on an individual basis and up to the personal initiative of the teacher.

There exists a friendlier attitude between the adults in the Day Care Center and the teachers in the summer migrant program. Parents are beginning to have a better attitude toward the value of an education. Attendance during this summer session has seemed to improve, although there are still some cases of laxity among several families. It may also be interesting to know the relationship between air conditioning and improved school attendance. However, regardless of the motives it is encouraging to see the situation improve.

The fact that a number of instructors have taught in the migrant schools every year has contributed much to the success of the program and their assistance provided to new members has been most valuable. The new teachers were apprehensive at the beginning of the program but this was soon overcome. All the teachers seemed to give the children a feeling of love. This encouraged the children to open up and talk freely with the teachers. The community has seemed to be more receptive this year toward the migrants. The people are realizing the hardships of the migrant families and realize they are entitled to rights and privileges the same as any other citizen of our country.

TABLE 1

STANDARDIZED TEST RESULTS

GRADE 1

NAME OF ACTIVITY Reading

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1968	Metropolitan Achievement	A	19	21	6.3	3	10	3	3
Post	July 1968	Metropolitan Achievement	B	12	31	10.3	2	1	2	7
Pre										
Post										
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 2

NAME OF ACTIVITY Reading

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1968	Metropolitan Achievement	A	16	25	7.5	0	2	6	8
Post	July 1968	Metropolitan Achievement	B	8	31	8.1	1	4	2	1
Pre										
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 3

NAME OF ACTIVITY Reading

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm: 25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1968	Metropolitan Achievement	A	7	15	3.0	2	4	1	0
Post	July 1968	Metropolitan Achievement	B	4	21	4.3	1	2	1	0
Pre										
Post										
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 3

NAME OF ACTIVITY Language

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1968	Metropolitan Achievement	A	5	33	4.3	1	2	2	0
Post	July 1968	Metropolitan Achievement	B	6	33	3.9	0	0	3	3
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 4

NAME OF ACTIVITY Reading

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm: 25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1968	Metropolitan Achievement	A	5	20	4.8	3	2	0	0
Post	July 1968	Metropolitan Achievement	B	6	20	6.4	1	4	1	0
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 4

NAME OF ACTIVITY Language

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1968	Metropolitan Achievement	A	5	35	6.0	2	1	2	0
Post	July 1968	Metropolitan Achievement	B	4	38	8.2	0	2	1	1
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 5 NAME OF ACTIVITY Reading

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1968	Metropolitan Achievement	A	10	17	4.9	5	5	0	0
Post	July 1968	Metropolitan Achievement	B	4	14	4.0	3	1	0	0
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 5

NAME OF ACTIVITY Language

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1968	Metropolitan Achievement	A	10	39	9.7	5	1	3	1
Post	July 1968	Metropolitan Achievement	B	4	38	9.4	3	0	1	0
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 1

NAME OF ACTIVITY Arithmetic

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1968	Metropolitan Achievement	A	19	47	9.3	1	8	5	5
Post	July 1968	Metropolitan Achievement	B	12	50	7.0	1	4	5	2
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 2 - NAME OF ACTIVITI Arithmetic

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1968	Metropolitan Achievement	A	16	50	10.3	0	3	4	9
Post	July 1968	Metropolitan Achievement	B	8	49	11.9	0	5	2	1
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 3 — NAME OF ACTIVITY Arithmetic Computation

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1968	Metropolitan Achievement	A	5	24	5.5	0	1	3	1
Post	July 1968	Metropolitan Achievement	B	7	28	14.3	1	0	0	6
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 3

NAME OF ACTIVITY Arithmetic--Problem Solving

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1968	Metropolitan Achievement	A	5	10	3.9	2	2	2	0
Post	July 1968	Metropolitan Achievement	B	6	15	5.9	1	3	0	1
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 4

NAME OF ACTIVITY Arithmetic--Computation

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1968	Metropolitan Achievement	A	6	21	5.1	6	0	0	0
Post	July 1968	Metropolitan Achievement	B	6	27	7.5	2	1	1	2
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 4

NAME OF ACTIVITY Arithmetic--Problem Solving

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1968	Metropolitan Achievement	A	5	13	3.4	5	0	0	0
Post	July 1968	Metropolitan Achievement	B	6	14	5.7	3	2	1	0
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 5

NAME OF ACTIVITY Arithmetic--Problem Solving

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1968	Metropolitan Achievement	A	10	14	41	4	6	0	0
Post	July 1968	Metropolitan Achievement	B	1	-	-	0	1	0	0
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TABLE 1

STANDARDIZED TEST RESULTS

GRADE 5

NAME OF ACTIVITY Arithmetic--Computation

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Raw Score Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	June 1968	Metropolitan Achievement	A	10	17	12.2	8	0	0	2
Post	July 1968	Metropolitan Achievement	B	2	24	3.5	0	1	1	0
Pre										
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STANDARDIZED TEST RESULTS

Level	Date of Test	Test Name	Form	Number Tested	Raw Score Mean	Raw Score Standard Deviation	Number of students scoring			
							25%ile & below	26-50 %ile	51-75 %ile	76-99 %ile
I	6/4/68	Cal. Read-Low Prim.	W	16	63	10.5	6	2	2	6
II	6/10/68	Cal. Read-Upper Prim.	X	22	61	18.8	5	9	3	5
III	6/10/68	Cal. Read-Elementary	X	20	58	14.7	17	3	0	0
I	6/6/68	Stan. Diag. Arith-A	W	16	12	4.4	15	0	1	0
II	6/11/68	Stan. Diag. Arith	W	22	52	8.0	14	5	2	1
III	6/12/68	Stan. Diag. Arith	W	20	96	29.1	7	4	7	2

These tests were given by one school for the purpose of obtaining appropriate placement and for diagnostic use in order to better plan for individualized instruction.

BOTEL READING INVENTORY A

Word Recognition Section

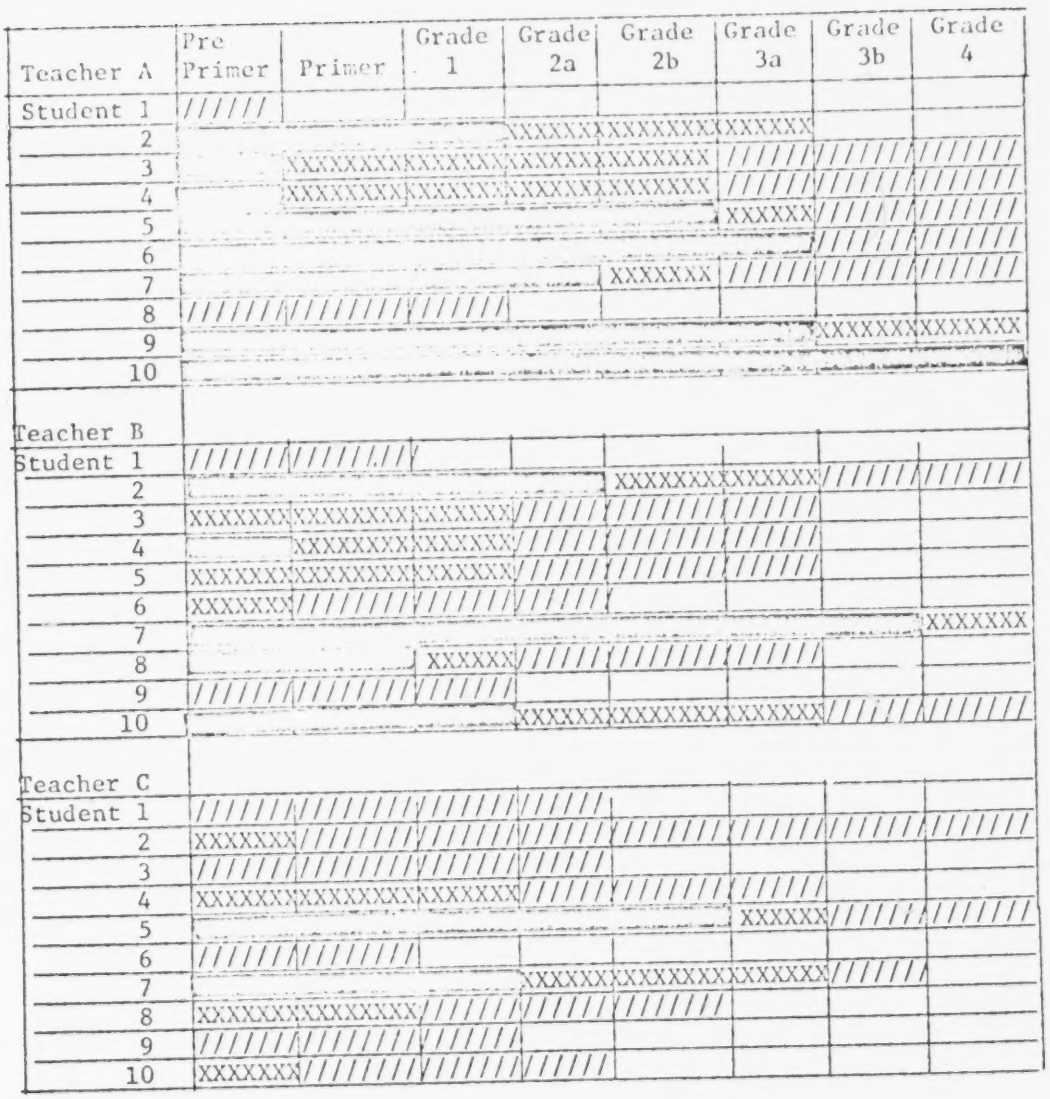

Table of Standards

Reading Levels	No. of correct words out of 20	% of accuracy
Free Reading Levels ▬▬	20 and 19	100% and 95%
Instructional Levels XXX	19 and 14	90% and 70%
Frustration Levels ///	13 and 0	65% and 0%

VI. GENERAL PROGRAM EFFECTIVENESS:

A. New Services Provided

The education program, established and coordinated by the State Educational agency, stressed three common goals: oral language experiences, cultural experiences and health experiences. Each of the centers made these goals the core of their program. Many activities were implemented, all with the prime motive of accomplishing the desired results.

The assistance of a qualified nurse proved most valuable. Several health problems that could have been widespread were diverted through the watchful eye of the nurse. The nurse worked in conjunction with the health department's program providing more extensive services than had ever been offered this group of children. Children were given physical examinations and the usual shots for immunizations. The dental program was outstanding. Most dentists used this opportunity to implement an educational program. They talked about nutrition care, and care of teeth in general. The children were able to describe their X-rays, the dentist, the chair, his assistants, and their conversations. Their description of the "sleeping juice" novacaine is priceless. The trip to the dentist stimulated many questions that required answers resulting in an endless amount of information. This experience will create in their minds a good image as they go through life. It goes without saying that their general health will improve when their infected gums and chronic infections clear up. The nurse's contacts with the parents were very rewarding, and hopefully remedial work will be the result of this effort.

Another aspect of the program which contributed to the general effectiveness was music instruction. This proved to be a highlight of each day for the children. The instructor correlated the music to the field trips and the immediate surroundings. Effective use was made of rhythm dancing to the action of ponies, frogs, elfs, etc. The younger children loved to rock their pretended babies to a lullaby. The older children would take a "trip" by dance to a foreign land in which they became everything they saw and heard. The Spanish culture was related to several songs of Mexican and Spanish origin and singing in both Spanish and English helped in gaining a concept of word meanings. It was discovered that these children loved all types of music from cowboys to marching songs, English folk songs, and songs of Mexican children, action

songs and dancing songs. A considerable variety of music was presented during the session and the children enjoyed it immensely.

Art was another successful part of the program which made the curriculum more meaningful. Each class met with the art instructor daily. This has proved to divert student interest from the classroom enough to break the monotony while enjoying the creative atmosphere of the art room. Innumerable types of media were used: paper construction, hardware printing, spatter painting, paper mache, tempra, velor paper, foil paper, water colors, crayons, yarn, sponge painting, salt and flour maps, chalk, pipe cleaner figures, potato prints, paper sculpture, marionettes, mobiles, fingerpaints, clay, India ink, oil paint crayons, etc. Art achievement seemed best when a model of the finished product was shown along with illustrations of the various steps. Also it seemed best to have the class discuss many possible ideas for projects as some were reluctant to begin without stimulation. The art classes were correlated with other subject areas as the group developed a desire to make or create what they had visited or seen. One school did work in clay ceramics. That is, they made objects out of clay and then had them fired. Working with clay and paper mache material was especially enjoyable with most children. A definite sense of pride prevailed upon the completion of a project and the children appeared to look forward to attending the art session.

The State Educational Agency employed Pete Valdez from Texas, of Mexican-American descent, as health and physical education coordinator for the migrant training centers. The physical education program stressed personal hygiene and safety. A well organized program, properly supervised, included rhythmic activities, various games, swimming and showering. The rapport between children and teachers was enhanced by the easy, open atmosphere of the physical education period.

To increase the educational opportunities of the children, many training centers offered the services of a speech therapist to work with the students on English speech improvement. Also, a qualified school counselor was available on a consultive basis. It developed that the main duty of the counselor was to help the teachers help those students who were facing emotional problems and were not benefiting from the program. In many cases, the counselor became the contact person between the parents and the training center.

Teachers report children came to school full of enthusiasm and eagerness. Their vocal expressions, actions and general appearances all pointed toward a pleasant adventure. The children made it known that they would rather be in school than any other place. The fact remains that the migrant student is furnished transportation to school, fed breakfast and lunch. He is given a toothbrush and a tube of toothpaste. Daily baths were given with soap and towel furnished. A physical examination was given by a physician. A full time nurse was available. Eye, ear and dental examinations were made. Some dental work was provided for those who needed attention. In some cases free medical services were provided those who could not afford a doctor. No doubt, these services are an influencing incentive to good attendance.

B. Five project activities judged most effective for each grade span listed:

Pre-school through grade three--

Field trips to farms, businesses, industries, zoos, etc.
Teaching units and language development kits:
Rummy phonics, Bingo phonics, arithmetic flash, matching cards, consonants, vowels, opposite cards, rhyming cards, puzzles, etc.
S.V.A. picture and record stories
Arts and crafts
Music and dramatizations

Grade four through grade six--

Field trips to farms, businesses, industries, zoos, public services, etc.
Music and dramatization
Science kit demonstrations
Social studies unit on local areas and historical sites or countries
Audio visual aids consisting of film strips, 16mm movie film, listening records and tapes

Grade seven through grade eight--

Records reveal only three students reported in this grade span. They were included in activities cited for sixth grade students.

C. Classroom Procedures:

1. Examples--

Nearly all teaching was on an individual basis. The

classes were quite small and achievement levels of the pupils were most varied. The theory prevailed regarding placement to accept the child where he is found rather than place him at his grade level based on age and other factors. Much is accomplished in building confidence as the child experiences success repeatedly by working at his achievement level. Individualized instruction has been possible through the use of bi-lingual aides, who without doubt, have proved to be one of the most beneficial factors in the program. Observation of changing attitudes, self discipline, higher interest levels, more respect for the teachers, and more concern for abiding by the rules of school behavior, bears out the success of individualized instruction.

Programmed materials were used extensively in the fourth, fifth and sixth grades. Working with each child on an individual basis, his reading level was determined and the materials fitted to his needs. The children enjoyed the materials and several teachers commented that their students took each book home, when completed, to show their families. Teacher opinion and student attitude toward programmed materials indicate their usefulness with migrant children.

Team teaching approach was successfully used in art, music, physical education, science and health activities. The more teachers a student had contact with the greater the interest. Success was determined by observation judging attitudes and appreciation, as well as discipline of the students involved.

The curriculum for the migratory children was geared to every day living. Emphasis was placed on oral language development. This was employed in varying degrees according to the ability of the teacher and the response of the children. Oral language development was implemented primarily through informal conversation and discussions between the teacher and the students. This proved especially satisfactory in planning for, and after, field trips. The children would see and hear new things which they did not know how to express in English. After class discussions they were able to express themselves better.

One instructor kept a daily record or log of each child's behavior. When a certain reaction was noted that was

deemed unsatisfactory, this instructor initiated discussions and lessons designed to bring about a change. When such a reaction was changed to one more socially acceptable, this was noted and another "problem" was chosen for correction. The atmosphere in this room was most pleasant and cooperative with a great deal of mutual respect and cooperation displayed.

2. Physical Set-up of Program--

School for migrant children was separate from the local summer remedial school for resident children in seven of the training centers. Two centers made attempts of integrating the two schools while two more integrated only physical education classes. Advantages and disadvantages of all plans are presented.

It had been suggested that the migrant children should be worked into the regular school summer remedial classes. The reason given was to try to expose the migrant child to children of a different cultural and social background. Although this may have some merit, it was felt that placing the migrant child in the regular remedial classes would place him in a situation where the additional adjustments would have to be made in such a short time it would not be good. For these reasons it was decided it would be better to ask some of the children in the regular classes to participate in each class of migrant children. This method would enable them to study and play with children of a different culture and social background. No special advantages or disadvantages were noticeable, however, in general the program was considered successful.

Another school writes that their physical set-up is a separate migrant school with a limited number of Anglo children in attendance. They feel there is a definite advantage of being separate in that the Mexican-American feels more at ease among their own group and much progress can be made during the course of one summer which will carry over to the regular term. The disadvantage may be of the Mexican-American student going back to the fall term and return to his previous patterns of withdrawal.

A third school integrated migrant and remedial classes as much as possible to promote common understanding, cooperation, and affection. The only disadvantage, at the beginning, was the feeling on the part of both Anglo and resident Mexican parents that the migrant children

would "hold back" the remedial program progress. This was solved by carefully weighing the abilities of each child before placement. During the planning stage, the eight classrooms were divided with three as remedial classes (Level I, Level II and Level III) and five as migrant groups (two Level I, two Level II, and one Level III). If grade identification is needed for placement in these classes, they could be tentatively divided thusly: Level I included grades K-1-2, Level II included grades 2-3-4, Level III included grades 4-5 and upward. Individualized instruction in the remedial classes made this type of division possible and feasible. This worked very well in actual practice so long as the lines between migrant and remedial groups were kept flexible. These lines were crossed many times in individual cases. If a migrant child gave evidence of being at ease in a more formal classroom situation, of having a proper grade level of achievement, of having a good command of English and of being well adjusted socially, he was placed in a remedial room. On the other hand, if one of the resident children was found to be happier and less inhibited with the migrant groups, he was so placed.

In general, the remedial classes were mainly composed of Anglo and resident Mexican-American children who needed extra help in certain specifics of math and reading; however, all of these classes had two, three, or more migrant children who qualified for this instruction. The migrant classes were mainly composed of children from migrant agricultural workers; however, all but two of one of these classes had from one to five children who could profit from the more loosely structured and less formalized atmosphere found therein.

This solution to the problem of providing the right kind of educational opportunity for both remedial and migrant students was judged good and the advantages far outweighed any small disadvantages.

The schools integrating only physical education classes found this arrangement worked quite well and probably helped develop better understanding on the part of both groups of children.

It was general concensus of opinion that a definite advantage to the migrant children was in attending separate schools as their needs were much different. Their program involved a full day of class activities

and also included breakfast, lunch, showers, afternoon snacks, etc. The children, also, expressed themselves more openly and participated in class discussions more freely when in classes by themselves.

VII. PERSONNEL:

A. Teachers

Total employed	73
Source	
Local	63
Other Kansas schools	8
Other states	2
Number bilingual	27

B. Aides

Total	73
Source	
Migrant	
Older children	8
Parents	3
High school student	
Mexican-American	6
Anglo	5
College student	
Mexican-American	35
Anglo	7
Community volunteer	7
Other	
Texas teacher	1
Kansas teacher	1

There were nine hundred and thirty-one enrolled in the Kansas summer schools for children from migratory agriculture workers. A total of seventy-three teachers were engaged in teaching activities within the migratory schools, twenty-seven of this number were bilingual teachers.

It was a practice to have one bilingual aide assigned to each teacher. There were seventy-three aides in the program. Fifty-two were of Mexican-American descent. Forty-two of the aides were college students and two were certified teachers.

C. Special Coordinators

1. Representative from Texas Educational Agency, Mrs Hazel Brazil, Eagle Pass, Texas, was assigned to Kansas to act as program coordinator for the second consecutive

year. She spent two months in the Kansas program for migrant children observing, advising, demonstrating, answering questions, individually and in faculty groups, concerning the improvement of migrant education and the correlation of the Texas and Kansas program. Words cannot express the true value of this Texas representative to the teachers in the migratory schools and to the program in general. The suggestions for teaching materials and demonstrations of effective teaching techniques were invaluable assets to the success of our program.

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2. The State Educational Agency employed a teacher with many years of experience in Texas schools for children of migratory workers to act as consultant in the field of health and physical education. Pete Valdez coordinated the health and physical education activities in the Kansas training centers for migratory children. In addition to his valuable contributions to these activities he also proved to be a useful disseminator. He was a very popular speaker at service clubs in the communities chosen for the migrant training centers.

D. In-Service Training Workshop

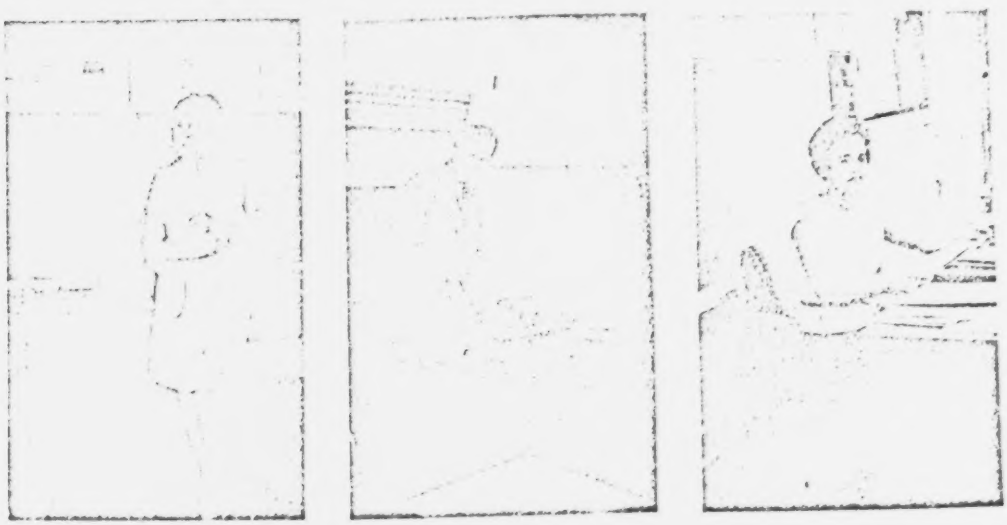
The State Educational Agency sponsored a two day workshop for teachers of migrant students, May 3-4, 1968. (See appendix for brochure.)

Visiting consultants for the workshop:

Dr. Clyde Martin, Professor of Education, University of Texas, Austin, Texas

Mr. Carlos Rivera, Director of Program for Migrant Schools, El Paso, Texas

Mrs. Hazel Brazil, Teacher in the Migrant Programs Eagle Pass, Texas, Representative of the Texas Education Agency for Kansas



3. Future Workshop plans:

Dr. Dobbs, professor at Fort Hays State College, taught in one of the migrant training centers during the 1968 summer session to acquaint herself with the needs of migrant children. She also plans to attend the McAllen, Texas workshop for teachers in migrant schools. In the spring of 1969, she plans to implement a workshop on the college campus for teachers in the migrant schools in the western section of the state. These meetings will be held on Saturdays and teachers may obtain college credit for their participation in the program. A workshop, similar to the one sponsored by the state agency in the spring of 1968, will be held for teachers of migrant children in the eastern part of the state. The state agency director and one representative from each migrant training center plan to attend the workshop for teachers of migrant children held in McAllen, Texas this fall.

VIII. INTER-RELATIONSHIP WITH REGULAR TITLE I PROGRAM:

A. Examples

One school operated a six-week Title I remedial reading program during the same dates as the migrant education program. Nine migrant students participated in the remedial reading program. These were students who had attended the regular school session and were known to be capable students but had remedial reading problems. Most of the transient migrant children could not have benefited from remedial reading due to the fact they suffer from too many basic educational problems. Most of which are due to the lack of school attendance as they move from place to place.

Another school is faced with the problem of migrant children moving into the community before the school year is finished and stay for several weeks after school begins in the fall. Also, more and more migrant families have been staying in the community the whole year. Title I funds have been used to employ teacher aides in kindergarten and grade one; a remedial reading program is conducted during the regular term which provides additional attention to this problem with migrant children; free lunches are provided for those who can not afford a noon meal; an additional teacher at the primary level to alleviate the heavy class load.

In another community the teachers in the migrant school and the regular Title I remedial school had joint faculty meetings. Teaching aids, materials and ideas were exchanged and shared at these meetings.

A fourth school integrated migrant and remedial classes as much as possible. This is explained in detail earlier in this evaluation under the physical set-up section under classroom procedures.

B. Arrangements for Training of Personnel

A project consultant in the State Educational Agencies was placed in charge of the training involving children of migrant workers. This consultant attended meetings and workshops sponsored by the Texas Educational Agency. The State Education Agency Director, Project Consultant and Evaluation Consultant attended the First National Conference of State Directors of Migrant Educational Programs held at Denver.

IX. COORDINATION WITH OTHER PROGRAMS:

A. Cooperating Programs

Federal, state and local agencies are cooperating in the care and training of migrant children. Many additional services are provided the migrant families by these same agencies. To distinguish the difference between the training centers, the names of the towns where the schools for migratory children were operated are given below.

Holcomb--The State Board of Social Welfare operated a day care center and migrant health service. The county furnished a health nurse and the services of the county medical association. The day care center provided a nursery and a pre-school class for the care of children too young to be included in the migrant school. The other services were aimed toward keeping health standards as high as possible.

Sharon Springs--On the local level the ministerial alliance helped the program by donating used clothing for the children of the migrant families. On occasion a migrant family would need financial assistance and the county welfare office gave them support.

Sublette--The migrant health service provided a health program complete with films, physical examinations, dental checks, etc. The health service cooperates very satisfactorily with the migrant program in this area.

Leoti--The Leoti Community Services, funded by O. E. O., operate a day care center during the summer session and serve the same migrant population. They care for the children too young to attend summer school. Their services begin at 6:00 A. M. and continue until 6:00 P. M. The students attending school are released at 2:00 P. M. to attend the Community Services program where they have physical education, arts and crafts, an afternoon snack and a rest period.

Lakin--The Kearney County Migrant Ministry provided a two-week Bible school for the migrant children. The State Welfare department furnished foster homes and day care services for children one to five years of age.

Ulysses--The county health nurse in cooperation with the Kansas State Health Department conducts a very extensive

health program for the migrant population in this area. The nurse coordinated the following services for the program at Ulysses:

Physical examinations for nursery, pre-kindergarten, kindergarten and first grade children.
Tuberculin tests were administered to all children.
Hearing tests were administered on the audiometer upon referral by the teacher.
Visual screening was conducted on the orthorater.
Dental examinations were conducted for every child in the program.

Piper--The County Health department cooperated with the migrant program to produce a more thorough medical and dental care for the migrant children.

B. Efforts of Coordination between Programs:

The director of the local migrant training center has been contacted before any other program has been implemented. Full cooperation between the directors has existed to produce a successful program. The additional programs in nearly every instance were carried on in the same school building where the migrant program operated.

C. Additional Programs Needed:

There seems to be gaps in the continuation of health services after the families leave this area and go to other areas or back to their winter addresses. There seems to be great difficulty in making adequate referrals or, indeed, finding agencies to which to make referrals. In many instances, these referrals are vitally important to the welfare of the family and of the community. In simple words, there seems to be lack of communication between agencies involved in the welfare of migrant people.

A major gap felt in one community existed in the services for the migrant in the realm of assistance in obtaining adequate housing. Families whose children were in the migrant program indicated they would like to permanently settle in the area and no housing was available. Housing seems to be a major problem because of the large size of the families. A referral agency that would help to solve this problem would be invaluable.

Records seem to still be a problem with the migrant children. A central record agency where schools can obtain school and health records would simplify and improve the situation.

X. COMMUNITY INVOLVEMENT:

One school reported that parents concern regarding education has taken a swing to the right and substantial progress is noted in their attitude toward their children. One example might be the family that was planning a trip during the fourth of July weekend and postponed it due to the program involving their children. This program was well attended by the parents of migrant children and they enjoyed refreshments with the teachers following its presentation. It appears that they are much easier to communicate with and are active in their encouragement toward the children to attend and get all they can out of school.

The parents in another community attended two family night programs. At these programs the parents expressed their appreciation for the services provided for their children.

A third school reports that four mothers were employed as baby-sitters in the day care program. One mother served as the home visitation representative. The families cooperated wholeheartedly in the health clinic held on Monday evenings after field work was finished. Both migrant and resident families attended the family night programs and sometimes participated in stage entertainment. All of the above mentioned had a definite impact upon the success of this program.

Other training centers report a mother used as an aide, and in several instances as baby-sitters. Other than this, no special participation in the program was attempted. However, the parents did express interest in the program, felt that the needs of their children were being fulfilled, thought it was an educational opportunity and cooperated by sending their children to school. On a one to one basis the parents were willing to answer questions about their children and to help in every way when asked. There is little doubt but what the response of the migrant parent was a large factor in success of the program.

XI. NON-PUBLIC SCHOOL PARTICIPATION:

This does not apply to the Kansas summer school program for migrant children as no non-public school children were in attendance.

XII. DISSEMINATION:

A. Information dissemination techniques and distribution of materials for the purpose of program development content and evaluation are discussed below.

Interstate basis:

The State Educational Agency migrant project consultant visited in Texas on two occasions attending the reporting and workshop sessions.

One of the Texas Educational Agency consultants came to Kansas during the regular school year to make recommendations concerning migrant education.

The Texas Educational Agency sent a teacher to Kansas for the second consecutive year to work in our migrant training program.

State Educational Agency Director, project consultant and evaluation consultant attended the national conference held in Denver.

Plan to send one representative from each of the migrant training centers, and the State Educational Agency Director to Texas to attend the workshop for teachers of migrant children.

B. Intrastate basis:

The State Educational Agency held a two day workshop for teachers and directors of the migrant schools. Three consultants from Texas were in charge of the program.

The State Educational Agency employed an experienced physical education teacher from a Texas school for migratory children to coordinate the health and physical education program in the Kansas training centers. His wife, an experienced teacher in the Texas migrant program, worked as an aide in one of the training centers.

In addition, the State Educational Agency cooperates with the Kansas State Department of Health, the O. E. O. agencies, the ministerial alliance and various local organizations in planning and implementing the program for migratory children.

One training center had the El Paso, Texas, program director for migrant schools to talk to the teachers and interested community people about the migrants and the best methods of educating the children.

Some training centers asked their teachers to keep a daily log of events and at the conclusion of the program hand in a brief evaluation of their activities. They also made suggestions for improvement of next year's program. Several factulty meetings were held during the training session to evaluate current progress and solve minor problems.

Information concerning the migrant schools were provided by:

1. Newspaper
2. Radio and television announcements
3. Visits to migrant homes by bilingual attendance personnel
4. Information to migrant health service for southwest Kansas
5. Information to county health nurse
6. Bilingual speaker to service clubs
7. Regular weekly bulletins
8. Family night programs
9. Newsletters to parents of migrant children
10. The children themselves

XIII. - PROBLEM AREAS IN PROGRAM IMPLEMENTATION:

A. State Educational Agency

The problem confronting the State Educational Agency is the same as it is with all Title I programs. The amount of the allocation is questionable due to late funding.

Another problem may have been the ability to locate bilinqual teachers that understand the culture of Mexican-American children. Workshops, in-service training and consultants from Texas, experienced in migrant teaching, has improved this situation considerably.

B. Local

Some training centers have experienced difficulty in locating migrant children. This has been solved somewhat by checking the records of the sugar refinery to find the grower's name and in turn checking with the grower for the location of the migrant families.

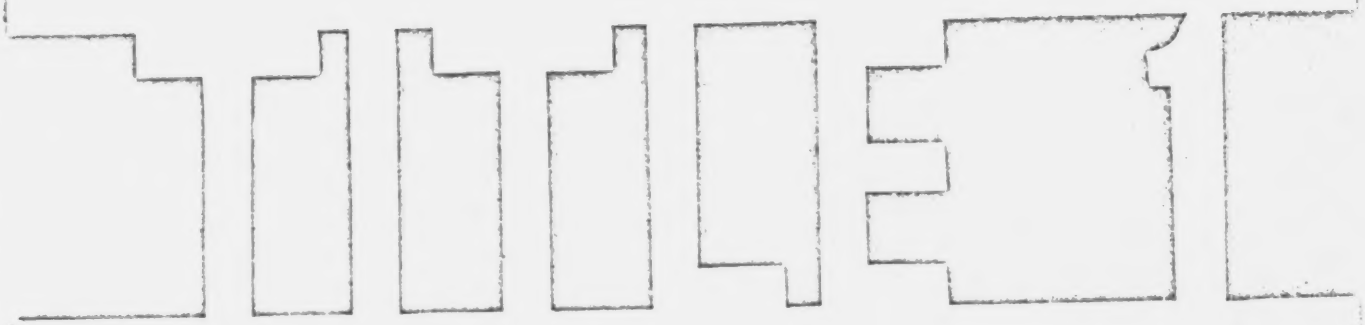
In one community, where a migrant training center has been in operation, the patrons asked why services were not provided to local students similar to those furnished for the migrants. This was answered by operating a Title I summer school program for resident students. Both the regular students and the migrant students shared in the music, art, physical education, health education and lunch program. This close association between the migrant and the resident Mexican-American children soon eliminated any trace of non-acceptance.

On the whole, there were no major difficulties in achieving local cooperation in implementing the programs. The general attitude of the parents, students, teachers and community has been one of more than just tolerance for the migrant family but a willingness to get involved and help where they can. However, it would be unrealistic to say that no prejudices exist in all communities but these feelings are decreasing each ensuing year.

XV. CURRICULUM PROVIDED FOR CHILDREN OVER FOURTEEN YEARS OF AGE:

There has been no program for children over fourteen years of age as migrants of this age work in the fields and are more interested in money than in education. However, one training center is making plans for next year to offer some type of home economics training such as care of clothing, personal grooming, etc. for girls of this age group.

APPENDIX



WORKSHOP...
for Teachers of migrant students

Sponsored by:
Title I Section
State Department of Public Instruction

Where? Leoti, Kans. When? Friday MAY 3-4, 1968

visiting consultants

MRS. HAZEL BRAZIL
Teacher – Migrant Program
Eagle Pass, Texas
Representative of the Texas Education Agency

DR. CLYDE MARTIN
Professor of Education
University of Texas
Austin, Texas

MR. CARLOS RIVERA
Director of Program for Migrant Schools
El Paso, Texas

WORKSHOP SCHEDULE
for Teachers of migrant students

Leoti, Kansas

Friday – May 3

9:00 – 9:30	*Welcome – W. W. TEMPLER* *Plan-objectives of the workshop – HENRY PARKER* *Introductions – PHILIP THOMAS*
9:30 – 10:30	*Background of migrant children – MR. RIVERA*
10:30 – 10:45	*Break*
10:45 – 11:45	*General Approaches to the teaching of deprived students – DR. MARTIN*
11:45 – 1:00	*Lunch*
1:00 – 2:30	*Group I Oral Language Development and Social Studies – DR. MARTIN* *Group II Practical Approaches to Teaching Migrant Children – MR. RIVERA* *Group III Curriculum Materials – MRS. BRAZIL*
2:30 – 2:45	*Break*
2:45 – 4:15	*Group II DR. MARTIN* *Group III MR. RIVERA* *Group I MRS. BRAZIL*

Saturday – May 4

9:00 – 10:30	*Group III DR. MARTIN* *Group I MR. RIVERA* *Group II MRS. BRAZIL*
10:30 – 10:45	*Break*
10:45 – 11:30	*Summation panel by three consultants, Q. & A.*
11:30 – 12:00	*Evaluation of the workshop and dismissal – HENRY PARKER*

registration

Please include the names of the persons listed below to attend the workshop, to be held Friday and Saturday, May 3–4, 1968 at Leoti, Kansas.

Name	School	Address

There is no fee for the workshop but please do send registration to W. W. Templer at Leoti, Kansas so that arrangements can be made by April 26.